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ABSTRACT

Five teaching units for middle, junior high, and senior high school comprise this pamphlet, the fourth in a series of teaching aids about Inner Asia. The units were developed in 1975 by secondary school teachers who attended an inservice institute on Inner Asia at Indiana University. Objectives, activities, and resources are presented for each unit. One activity involves students in a simulation of barbarian and civilized groups to illustrate that certain "freedoms" must be sacrificed in order to become "civilized." Other objectives include understanding the importance of the horse on the steppe, influences of China and the Soviet Union on boundary clans, role of Buddhism as a religious force, and the diverse nature of clans within Inner Asia. Several of the units contain detailed outlines of content matter. Lists of books and pamphlets, learning activities, and audiovisual materials supplement the units. (AV)

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TEACHING AIDS FOR THE STUDY OF INNER ASIA

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No. 4

HIGH SCHOOL TEACHING UNIT PLANS ON INNER ASIA

SO 009 858

The preparation of this Teaching Aid was assisted by a grant from the China and Inner Asia Regional Council of the Association for Asian Studies

1976

TEACHING AIDS FOR THE STUDY OF INNER ASIA

No. 1 Denis Sinor, What is Inner Asia? (1975)

No. 2 Turrell V. Wylie, Tibet's Role in Inner Asia (1975)

No. 3 G. Larry Penrose, The Inner Asian Diplomatic Tradition (1975)

No. 4 High School Teaching Unit Plans on Inner Asia (1976)

The Teaching Aids published in this series do not necessarily contain the results of original research. They are prepared and published for the purpose of helping non-specialized college and high school teachers to incorporate Inner Asian topics into their courses.

Offers of collaboration, suggestions for topics, are welcome and should be addressed to Professor Denis Sinor, Director, Asian Studies Research Institute, Indiana University, Bloomington, Indiana 47401

Orders should be addressed to the same address. For postage and handling a charge of $1.00 (one) will be made for every two copies sent. Checks should be made payable to Inner Asian Teaching Aids.

PREFACE

From February 6 to 8, 1975, the Department of Uralic and Altaic Studies and the Asian Studies Research Institute of Indiana University conducted an in-service institute on Inner Asia for secondary school teachers. The institute was funded by the Uralic and Inner Asian Language and Area Center, established pursuant to the authority contained in section 601 (a) of the National Defense Education Act of 1958, and largely co-terminous with the Department. The Social Studies Curriculum Development Center of Indiana University and the Coordinator for School Social Studies - Dr. C. Frederick Risinger - have given substantial help in the planning and the organization of the institute.

Forty-eight secondary level teachers from Ohio, Michigan, and Indiana took part in the institute conducted by Professors Stephen A. Halkovic, Larry W. Moses, and Denis Sinor with the participation of Professors John G. Hangin and Thubten Norbu, all from the Department of Uralic and Altaic Studies. The participants were encouraged to submit unit lesson plans for possible distribution to any secondary school expressing interest in Inner Asia. Of those submitted, five were awarded prizes: they are made public in this pamphlet.

My thanks are due to all who participated in this pioneering venture which, I sincerely hope, constitutes but the first step towards a better integration of Inner Asian topics into high school curricula.

Denis Sinor

NATIONALITIES OF THE SOVIET UNION

AZERBAYDZHANIS
ARMENIANS
GEORGIANS
CHECHENS
OSSETES
AVARS
LEZGHINS
KABARDINS
DARGHINS
KUMYKS
INGUSHES
KARACHAY
Lakians
Abkhazians
Balkars
Tabasarans
Nogays
Cherkess
Abazins
Tats
Rutuls
Tsakhurs
Aguls
etc

PEOPLES OF CAUCASUS AREA

Moslems: 35 mil. Uzbeks, Tatars, Kazakhs, Azerbaydzhanis, Tadzhiks, Turkmens, Kirghiz, Bashkirs, Chechens, Avars, Lezghins, Kabardins, Kara-Kalpaks, Darghins, Kumyks, Uighurs, Ingushes, Karachay, Adygei, Lakians, Balkars, Tabasarans, Nogays, Cherkess, Dungans, Abazins, Tats, Rutuls, Tsakhurs, Aguls, etc. and partly Ossetes and Abkhazians. (High birth rate!!)

Buddhists: 0.6 mil. Buryats, Tuvinians, Kalmyks and possibly some Evenks.

Jews: 2.2 mil. Jews.

Other: 0.5 mil. — or more. **Baha'i** among Persian minority. **Yezidis** — among Kurds. Zoroastrians — among Tadzhiks. **Nestorians** — Assyrian minority. **Pagan beliefs** — among Georgians, Udmurts, Mari, Ossetes, and, besides, **Shamanism** — among Siberian and Arctic peoples and among Buryats, Tuvinians, Altaians, Khakasses, Shors. **Karaite** — a "heretical Jewish sect".

Christians: 203 mil. Included all beliefs based on the New Testament.

The above figures should be adjusted with respect to those who profess atheism. We could not trace any figure indicating the number of "atheists" in the USSR. A guide-line is the **Communist Party membership:** in 1971 there were 13.8 million members and 0.6 million candidates, i.e. 6%.

Religious adherence:
Census 1897: 105,785,168 Christians, 13,906,972 Moslems, 5,215,805 Jews, 433,863 Buddhists, 285,321 Pagans.
The Censuses after the October Revolution 1917 do not show religious adherence in the USSR. However, since most of the USSR's peoples belong as a whole to one or another world religion and because there are only a few Soviet peoples who belong to two or more religions, we have calculated the following:

Census 1897 — 125.6 mil.
1913 — 159.2 mil.
Census 1939 — 190.7 mil.
Census 1959 — 208.8 mil.
Census 1970 — 241.7 mil.

On January 15, 1970:

SLAVIC PEOPLES:	**129,015,000**
Russians	129,015,000
Ukrainians	40,753,000
White Russians	9,052,000
NON-SLAVIC PEOPLES:	**112,985,000**
Uzbeks	8,195,000
Tatars	5,931,000
Kazakhs	5,299,000
Azerbaydzhanis	4,380,000
Armenians	3,559,000
Georgians	3,245,000
Moldavians	2,698,000
Lithuanians	2,665,000
Tadzhiks	2,136,000
Chuvashes	1,694,000
Turkmens	1,525,000
Kirghiz	1,452,000
Letts	1,430,000
Mordvinians	1,263,000
Bashkirs	1,240,000
Estonians	1,007,000
Udmurts	704,000
Chechens	613,000
Maris	599,000
Ossetes	488,000
Avars	396,000
Komi-Zyryans	322,000
Komi-Permyaks	153,000
Lezghins	324,000
Buryats	315,000
Yakuts	296,000
Kabardins	280,000
Kara-Kalpaks	236,000
Darghins	231,000
Kumyks	189,000
Gypsies	175,000
Ingushes	158,000
Gagauzes	157,000
Karelians	146,000
Tuvinians	139,000
Kalmyks	137,000
Karachay	113,000
Adygei	100,000
Lakians	86,000
Abkhazians	83,000
Khakassos	67,000
Balkars	60,000
Altaians	56,000
Tabasarans	55,000
Nogays	52,000
Cherkess	40,000
Dungans	39,000
Nenisy	29,000
Evenks	25,000
Abazins	25,000
Khants	21,000
Tats	17,000
Shors	16,000
Chukchi	14,000
Evens	12,000
Rutuls	12,000
Tsakhurs	11,000
Nanays	10,000
Aguls	8,800
Mansi	7,700
Koryaks	7,500
Dolgans	4,900
Nivkhi	4,400
Selkups	4,300
Ulchi	2,400
Saams	1,900
Udegeys	1,500
Itelmens	1,300
Kets	1,200
Orochi	1,100
Nganasans	1,000
Yukaghirs	600
etc	
JEWS	**2,151,000**
NATIONAL MINORITIES	
Germans	1,846,000
Poles	1,167,000
Koreans	357,000
Bulgars	351,000
Greeks	337,000
Uighurs(*)	173,000
Hungarians	166,000
Rumanians	119,000
Kurds(*)	89,000
Finns	85,000
Turks	79,000
Persians	28,000
Assyrians(*)	24,000
Czechs	21,000
Slovaks	12,000
Other Peoples	**126,000**
TOTAL:	**241,720,000**

On August 9, 1973 the USSR's population was exactly 250 million.

Teaching Unit for Junior High School Social Studies

BARBARIANS VS. CIVILIZED

by

Rosalind M. Fishman

Floyd Central High School

New Albany, Indiana

7

Global Objective:

To lead the student to an understanding of the interrelationships between the barbarian and the civilized world.

Instructional Objectives:

Upon completion of the activity the student will be able to evaluate and relate to the fact that to become "civilized" you have to give up certain "freedoms."

Activity:

I. Divide the class into two sections on a ratio of 3:1, barbarians:civilized.
   A. To the civilized section hand out papers A (information sheet on Inner Asia) and B (Test on Inner Asia).
   B. To the barbarians hand out only paper B.

II. Each member of the class gets a copy of the following information.
   A. Advantages of the civilized world.
      1. Allowed hall passes.
      2. Allowed to talk to each other.
      3. Double points for correct answers.
      4. No punishment for incorrect answer.
      5. May talk to barbarians, but can gain points only by talking to own peer group.
      6. Must stay in seats.
      7. Referred to by first name.
   B. Barbarians.
      1. Wear hats (Paper ones provided by the teacher).
      2. A piece of gum each.
      3. No passes.
      4. Can roam around the room.
      5. Can only talk to civilized ones if civilized ones initiate conversation. If barbarians initiate conversation both lose points.
      6. No punishment if talk to each other.
      7. For every correct answer no punishment.
      8. For every incorrect answer minus points.
      9. Referred to by last name.

III. The class gets fifteen minutes to work on test. Test worth fifty points for barbarians, 100 points for civilized ones.
   A. Barbarians can only get information from civilized ones but each time the civilized ones give them that information they have to give up a part of something they have--gum, roaming or hats.
   B. Civilized ones decide how much they want to charge for the information they have.
   C. The activity is over when all the barbarians have "converted."

IV. Go over the test, add up the points, take the civilized ones and double including "converts."

V. Debrief in class discussion, discussing and analyzing attitudes that each group felt towards the other, including the "converts."

Page A.

Information on Inner Asia.

When headed by capable leaders, well-trained and disciplined mounted troops were almost invincible. The sedentary civilizations could not, by their very nature, put aside for breeding purposes pastures sufficiently large to sustain a cavalry force that could equal that of the pastoral nomads; hence the latter's military superiority remained a constant for about 2,000 years of Eurasian history.

At its highest degree of development, Inner Asian nomad society constituted a very sophisticated and highly specialized social and economic structure, advanced but also highly vulnerable because of its specialization and the lack of diversification of its economy. Geared almost entirely to the production of war material--i.e. the horse--when not engaged in warfare it was unable to provide the people with anything but the barest necessities of life. To ensure their very existence, Inner Asian empires had to wage war and obtain through raids or tributes the commodities they could not produce. When, owing to circumstances such as severe weather decimating the horse herds, or inept leadership, raids against other people became impossible, the typical Inner Asian nomad state had to disintegrate to allow its population to fend for itself and secure the necessities for a subsistence. Hunting and pastoral nomadism both need vast expanses to support a thinly scattered population that does not naturally lend itself to strong, centralized political control. The skill of an Inner Asian leader consisted precisely in the gathering of such dispersed populations and in providing for them on a level higher than they had been accustomed to. There was but one way to achieve this: successful raids on other, preferably richer, peoples. The military machinery was dependent on numbers, which then precluded self-sufficiency. In the case of prolonged military reverses, the nomadic aggregation of warriors had to disband because it was only in dispersion that, without recourse to war, they were economically autonomous.[1]

Part II

According to an ancient tradition, a cattle herder with two sons sent his eldest to a monastery so that he might become educated according to the standards of the time. The younger son, the "otchigin" (prince of fire) who, according to tradition losts in the mists of time, inherited the father's property and the family fire which had once been lighted by the far-off ancestors of the tribe, was obliged to master the unwritten science of cattle breeding. From the time he was six he had to learn the art of riding horseback, had to train two-year-old colts and young camels to the saddle and pack saddle, had to learn to

rope horses in the steppe with "urga" or lasso, to shoot with the bow and rifle, to orient himself in the endless spaces of the great steppe by day or night from the stars, the sun, and other objects, to cut up the carcasses of domestic and wild animals, to know "by sight" not only all his own cattle, but those of his neighbor, i.e. to recognize his own and his neighbor's cattle from among several thousand, to be able to determine the area required to feed one animal in a twenty-four hour period and also to calculate how long he could live at the chosen encampment, to plan the migrations for all four seasons with possible variations in case of drought, heavy snowfall, or unforseen epizootics, to know what vegetations horses, sheep, goats, camels, and cows like at the different times of the year and to be able to plan migrations so that the beasts would have the necessary mineral supplements in the salt marshes, to know cattle diseases and remedial herbs and other remedies which were the product of a thousand years of folk experience, to be able to treat wounds and injuries as well as the broken bones of domestic animals, to be able to forecast changes in the weather, rain, floods, and drought by the behaviour of domestic and wild animals, water fowl and birds of the steppe, rodents, and insects, to be able to recognize the tracks of people and animals and read them like his brother in the monastery read Tibetan books.

He also had to know how to select and breed young animals in such a way and at such a time that during the bearing season, when the herder was busy day and night with lambing, foaling, etc., there would be a break of several days during which the new-born animals would get on their feet and the herder would have a chance to rest from his 'round-the-clock work with the herd. He had to know at what time of the night the horses slept and what they ate at pasture after sleep, what they ate when they were thirsty, and what they liked after watering. He had to know what the indications were when the herd needed sunny pasture, how animals behaved before a storm, etc. From the behavior of calves, colts, or young camels who are sensitive to weather change, he would know what the weather would be like during the day or on the following day, whether there would be rain or snow. And the herder's unfailing companion, his pipe, was an infallible barometer: tobacco of a certain kind and the pipestem would tell him whether there would be rain and the owner of the pipe knew from experience how long it would be before it rained and what direction the rain would come from.

He had to know how to rope horses and camels and the various knots that were used for this, how to tie a dozen rams or sheep together with a single rope without their choking to death, and how to free them with a single jerk of the rope...and a thousand other things totally unknown to the sedentary man who in his ignorance scorns the, to him, unknown nomadic culture of an ancient historic folk with a thousand-year old tradition of literacy and book printing, a folk with an ancient and original culture which retains vestiges of numerous bygone relationships with the culture of the peoples of the Ancient World and has the greatest tolerance toward other custums and the culture of other peoples.

Test over Inner Asia

1. What was the secret war weapon of the Inner Asian nomad?
2. What was the most important skill of the Inner Asian leader?
3. How did he do this?
4. How did the Inner Asian empires ensure their existence?
5. What is one of the most important elements in Inner Asian pastoralism?
6. What was the Inner Asian nomad doing when not at war?
7. Under the tribal laws of inheritance;who inherited from the father and what did he inherit?
8. Why did the oldest son go to the monasteries?
9. What were the main animals used by the Inner Asian nomad?
10. Explain how a herdsman could tell if rain were coming.
11. In what respects was the Inner Asian nomadic society economic structure sophisticated and why was it vulnerable?
12. Prove or disprove the theory that the Inner Asian nomad was a member of a highly technological society.

Teaching Unit for Junior High School Social Studies

INNER ASIA: A STUDY OF CONCEPTS

by

Joe Genovese (Sycamore Middle School)
Gloria Crable (Hayworth High School)
Karen Sosbe (Lafayette Park Middle School)
Kokomo, Indiana

Our aim is to realize the four basic ideas of Inner Asia (customs, languages, religion, and nationalities) and how to incorporate these into present textbook curricula. To aid in reaching our aim, we plan to use the overhead projector, and available films, maps, charts and transparencies.

The following is a unit plan designated to guide the educator in an orderly fashion in the sutdy of Inner Asia. It would be possible to treat some subjects as a whole, while others may be broken down into one individual topic per day. This is left to the discretion of the educator.

It is obvious that to approach the Middle School age group, it is necessary to relate these concepts of Inner Asia in simple, concise terms.

Outline

I. Familiarize the individual with the location of Inner Asia.

II. Familiarize the individual with the concept of Inner Asia.

III. The importance of mongolia.

IV. The importance of Tibet.

V. Summary.

I. Familiarize the individual with the location of Inner Asia.

A. The Location.

1. Linguistic boundary--the linguistic boundaries of Inner Asia go from the Arctic Ocean to Finland, south to the Black and Baltic Sea, east to Afghanistan and the Himalaya mountains, the Himalaya mountains to north Korea and the Sea of Japan, and north and up the coast to the Arctic Ocean.
2. Geographical boundaries--the area of the Soviet Union, north China, Mongolia, and Tibet according to historical reference (keeping in mind that Inner Asia is more of a cultural concept rather than a geographical one.)
   --Defined by the people of Inner Asia as "The area north of the big mountains."
3. Conceptual boundary.
   a. Land north of the great Himalayan mountain barrier.
   b. Frosts early--early winter and a late spring.
   c. The area of the barbarian as opposed to the civilized.

Suggested activities:

Map skills--using the geographical map, Nystrom series D-3 Asia or equivalent map.

1. Label: Arctic ocean, Bering Sea, Sea of Okhotsk, Sea of Japan, North Korea, India, Black Sea, Caspian Sea, Ural mountains, Mongolian Peoples' Republic, Tibetan China, Iran, Afghanistan, Turkey, Peoples' Republic of China, Finland, Eastern Europe and Southeast Asia.

2. Shade: Steppe (the level plain without forests), the tundra (barren frozen land), and the taiga (forest land).

II. Familiarize the individual with the concept of Inner Asia.

A. Concept of Inner Asia.
1. It is a cultural concept rather than a geographical concept. (Cultural concept referring to customs, language, religion, nationalities, etc.)
a. Customs.
1) The Inner Asian must be a Jack-of-all-trades.
a) He must be a weatherman--to read nature's signs.
b) He must be a veterinarian--to take care of the herds--goats, camels, cattle, horses, and sheep.
c) He must be a politician--to get along with other tribes.
d) He must be an ecologist--to use the land survival and further use.
2) Marriage and death customs.
3) Telling time--various ways.
4) Writing customs--write in vertical columns from left to right.
b. Language groups.
1) Finno-Ugrians.
2) Turks.
3) Tunguz.
4) Tibetans.
5) Mongols.
6) Manchus.
c. Religion--with Communism in this area there is a constant decrease in religious participation.
1) Buddhism.
2) Christian.
3) Moslem.
4) Judaism.
5) Pagan.
d. Nationalities--(Refer to reference for the names of the many different nationalities of the Slavic and non-Slavic peoples--use Information Please Almanac).

III. The importance of Mongolia to the development of history.

A. The Mongols.
1. Chingis khan.

--His descendents.
a. Batu khan (The Golden Horde).
b. Others of Importance.
2. Mongols spread the sphere and the fear of themselves.
3. The concepts of cavalry.
--The Parthian Shot--a horse archer's tactic.
4. The yurt.
a. The design--(use picture).
1. The structure.
2. Compare to an American Indian teepee.
b. Mobile--it had to be mobile because of the nomadic nature.
1. Easily assembled and disassembled.
2. Easily transported.

B. Barbarians--those people not civilized.
1. Most people think of the Mongols as barbarians, but there are other classifications.
2. These people would rather trade than fight, but they were forced to fight.

IV. The Importance of Tibet.

A. There is a religious importance.
1. Buddhism.
--Dalai Lama--the religious leader of the Buddhist religion, chosen through the process of reincarnation.
2. Shamanism--not a religion, but an ecstasy, a communication with the supernatural.
--Shaman--the psychopomp or conductor of souls by the use of the trance.

V. Summary--a review period is used where the class is broken up into groups to compete with one another in answering questions dealing with the unit. The unit would be ended with a test.

It is quite obvious that we have not included much of the information that is available to us, but for our own purposes we have tried to come up with that information which will be the most beneficial to our own wants and needs. In dealing with the older age groups in public instruction, we would definitely want to include languages, political framework, the various nationalities, specific peoples important to Inner Asia, the literature, and the religions important to Inner Asia. Available audio-visual material would be used as applicable.

Teaching Unit for High School Social Studies

AN INTRODUCTION TO INNER ASIA AND ITS PEOPLES

by

Helen J. Nicholson
Anderson High School
Anderson, Indiana

I. What is Inner Asia?

A. Definition through use of maps.
1. Study the topographical maps of the Soviet Union and Asia.
a. Locate the tundra, forest, and steppe regions.
b. Compare and contrast these areas with the climate and population maps.
2. Compare and contrast these areas with an outline map of Inner Asia.

B. Cultural definition.
1. Civilized areas of Europe and Asia were not part of Inner Asia.
a. The great cultures of the region.
b. The areas where man has successfully altered his physical environment.
2. Barbarian area of Inner Asia.
a. No distinctive sedentary civilization developed.
b. Used his environment to his own advantage.
1) Found it necessary to wage war.
2) Forced to obtain items, through raids, that he could not produce himself.

II. Importance of the horse on the steppe.

A. Importance in war.
1. Enabled mounted warrior to take what he needed through raids.
2. Mounted warrior conquered the civilized peoples.

B. Importance in peace.
1. Sold horses to the civilized areas for their armies.
2. Used for food--milk.
a. Many varieties of food from mare's milk.
b. Kumiss--sweet sour liquid made from mare's milk.

C. Importance in nomadic life.
1. For looking ahead for new pastures.
2. Helped to keep his animals together.

D. Importance in economy.
1. Wealth based on number of horses owned.
2. Status based on number of horses owned.

III. Other Aspects of Nomadic Life of Inner Asia.

A. The Yurt.
1. Inner Asian tent.
a. Felt-covered.
b. Sides can be lifted for ventilation in summer; more felt added for comfort in winter.
c. Smoke hole on top.
2. Portable and mobile.

B. Other important animals on the steppe.
   1. Sheep.
      a. Milk.
         1) Butter.
         2) Cheese.
      b. Wool.
   2. Goats.
      a. Milk.
      b. Sheep and goats will keep themselves together.
   3. Camels or cattle.
      a. Nearer desert zone camels used as pack animals.
      b. On solid ground cattle used as pack animals.

C. Shaman.
   1. Important to people of Inner Asia in religion.
   2. Acts as a communicative device between present and spirit world.

D. Buddhism.
   1. Came to Tibet during the 7th Century.
   2. Lamaism.
      a. Dalai Lama.
         1) Title created in 1578.
         2) Exiled in 1959 to India.
   3. Effect upon Mongol Empire.
      a. Some suggested it was major cause for its downfall.
      b. Ideally one son from each family would enter a monastery.

E. Parthian Shot.
   1. Perfected by mounted warriors of the steppe.
   2. Shot backwards from a running horse.

IV. Art and Literature of Inner Asia.

A. Art.
   1. Had to be small and mobile.
   2. Primarily animal art of decorative motifs.
   3. Some wall painting.

B. Literature.
   1. Steppe epic heroes.
   2. Usually poetic.
   3. Some historical in nature.

V. Inner Asian Minorities of the Soviet Union.

A. Tsarist Policies.
B. Present day Soviet policies.
   1. Constitutional rights.
   2. Rights as they are actually practiced.

<u>CONCEPTS TO BE DEVELOPED THROUGH YOUR RESEARCH</u>.

1. Select other cultures where the horse had an important impact.

2. How have the Soviet Union and the People's Republic of China changed the lives of the people of Inner Asia within their territory?

3. How has the introduction of technology affected the lives of the people of Inner Asia?

4. Discuss the success or failure of the Soviet Union to turn grasslands of the steppe into farmland.

5. How is the Dalai Lama chosen?

6. What are the types of recreation for the children of the steppe region?

7. Locate a picture or design of a yurt and make a model of one.

DRAW CONCEPTS FROM THE FOLLOWING NAMES.

1. Huns.

2. Turks.

3. Chingis Khan.

4. Marco Polo.

5. Tamerlane.

6. Dalai Lama.

7. Manchu.

8. Mongols.

Teaching Unit for High School Social Studies

INNER ASIA

by

Jack B. Nicholson

Anderson High School

Anderson, Indiana

NOTE: This was an actual teaching unit based upon a study of Russia during the time period mentioned. The lesson took four days, but could have lasted longer if we had had the time to do inquiry work. It simply served as a brief introduction to the subject. The students were interested in that they became acquainted with a "new" and "unknown" people.

General Object Goal:

To examine Russian Expansion from 1547-1796 and its contact with Inner Asia.

General Knowledge Goals:

A. To know how the Russians formed a nation and empire based upon expansion.

B. To know that Russian expansion placed them in contact and conflict with Inner or Central Asian peoples.

C. To know who these Central Asian peoples were, where they lived, and something about their cultures.

I. The historical perspective and background based on Russian history.

A. Ivan IV.
   1. Expansion was eastward and southward; beginning of strong Russian influence in Central Asia.
   2. The Major Conquests:
      a. Kazan (Tatars),1552.
      b. Astrakhan (Tatars),1556.
      c. Yermak and Cossacks in Siberia, 1583.

B. Michael Romanov.
   1. Russians reach the Pacific Coast of Siberia in 1637 or 1639.
   2. Cossacks take Azov from Crimean Tatars.

C. Peter I.
   1. Conflict with China in 1689.
      a. Russian pioneers into Amur Region.
      b. Russians withdraw by Treaty of Nerchinsk, 1689.
   2. Azov retaken in 1696; returned to Turks in 1711.
   3. Fort Orenburg established in 1734.

D. Catherine II (Wars of Agression).
   1. Pugachev's Revolt joined by Batyr Srym in 1773-75.
   2. Much of Crimea to Russia by Treaty of Kochuk Kainaiji, 1774.
   3. Crimea annexed in 1783.
   4. Treaty of Jassy secured Oczakov and boundary of Dniester River.

II. The Russians and the Central Asians.

A. Russian expansion and penetration into Siberia and Turkestan.
   1. Merchant adventurers and explorers.
      a. Anthony Jenkinson (English) and search for the northeast passage to China.
      b. Richard Chancellor (English) and founding of Muscovy Company.
      c. Family Stroganov and Yermak.
      d. Promyshlenniki, fur hunters and trappers.
      e. Motivated by economics rather than politics.
   2. Settlers.
      a. Settled beside indigenous peoples--little apparent conflict.
      b. Small forts established to help with fur trade.
      c. By the 17th Century there were around 100,000 persons in Siberia.
      d. Cossacks were first permanent settlers from Russia.
   3. Rivers were used by Russians in moving eastward.
      a. Rivers generally flow south to north.
      b. Tributaries provided help in moving eastward by their flow.
      c. Use of the portage between rivers.

B. The Russian contacts with Inner Asians.
   1. As there had always been a close contact between these peoples throughout history, the Russians felt an affinity towards them.
   2. Trade.
      a. Russians traded, e.g., glass, goods, furs, leather, wooden utensils, and metal knives.
      b. Central Asians traded, e.g., horses, cloth of silk, cotton, musk, roots, herbs, and slaves.
   3. Russian towns were established as military posts, administrative centers, trade centers, and communication centers.
   4. Opposition to Russians resulted in several anti-Russian wars.
      a. 1223--Mongols cross Caucasus Mountains.
      b. 1240--Kiev falls to the Mongols.
      c. Batu and the Golden Horde rule--demand tribute from Russians.
      d. 1637--Russians reach Pacific Coast of Siberia (ca. 1639?).
      e. 1681--Treaty of Razin.
         1) Turks surrender Turkish Ukraine.
         2) Russian subsidy or tribute to Tatars ended.
         3) Expansionist drive eastward and southward begins in earnest to final consolidation in 20th century.
      f. The Mongol dominions.
      g. By the 17th century, the Mongols were caught between the Russians and the Chinese.

C. The Inner or Central Asian peoples.
   1. Where were/are they?
      a. Use maps (wall); make two transparencies from maps provided by workshop.
      b. Use opaque projector to show picture "Nationalities of Russian Empire" to try and guess from faces what kinds of people they might be.
      c. What peoples, nations, and cultures surrounded this area?
      d. Terms to understand:
         1) Forest Belt.
         2) Steppe--Hungary to Mongolia.
   2. Who were/are these peoples?
      a. Cimmerians and Scythians were ancestors.
      b. Selected names (stress is placed on fact that these names represent only a few names and peoples and that names changed from time to time):
         1) Hu, Hsiung-nu, and Juan-juan.
         2) Turks (Turkic)--East and West groups.
         3) Uighurs and Kirgiz.
         4) Kitans (Mongol language).
         5) Mongols.
         6) Uzbeks and Kazakhs.
      c. Founders of Great Empires.
         1) Mongol.
         2) Turkestan.
         3) China.
         4) India.
         5) Russia.
      d. Famous persons (representative).
         1) Möngke Khan.
         2) Kubla Khan.
         3) Chingis Khan.
         4) Timur the Lame (Timur-i-Leng, Tamerlane).
         5) Babur.
         6) Ulugh beg.
         7) Abulghazi Bahadur Khan.

D. What were/are these people like? (An introduction).
   1. What we know about them comes generally from writings of other peoples.
   2. Caucasoid in west while Mongoloid in east.
   3. A nomadic people dependent on the horse, sheep, goat, yak, and camel.
   4. "Barbarians" who related to and utilized carefully their fragile environment.
   5. As mounted warriors with bow and gun, they were militarily superior for 2,000 years as great conquerors; Parthian Shot.
   6. No great architecture; lived in yurts.
   7. Had to fight and wage war in order to get supplies they needed to survive.

8. Early failed to foresee conquest by Russians and Chinese.
9. Were important in trade with sedentary peoples.
   a. Traded: livestock, hides, furs, and slaves.
   b. Acquired: clothing and grain.
10. Religion: all peoples had Shamans and Mazar places (tombs); Buddhism and Islam existed among them.
11. Often known as hordes (court of a prince or a Khan).
12. The family.
   a. In their entirety these people were considered a large extended family group.
   b. The extended family was normally the pattern for local grouping.
   c. It was patriarchal and patrilineal in design generally.
      1) Men were the core.
      2) Through marriage women would go from and come into the family.
   d. Was a perpetual organization; not dissolved with each generation.
   e. Was stable in its territorial and economic bases with rights passed from generation to generation.
   f. Each person was carefully ranked.
   g. Marriage.
      1) Usually arranged by a third person before maturity of children.
      2) Neither parents or young persons would see their future mate.
      3) Rule generally was exogamy.
         a) Marriage was generally outside the family group.
         b) Traced back to seven generations.
      4) Dowry was provided.
         a) Women were not considered chattel.
         b) Some money set aside for daughter's dowry.
         c) Most of money retained for male inheritance; small sum given at his marriage with rest retained.
13. Art.
   a. Some painting on stone and in caves. Later Buddhist iconographic painting.
   b. Minor arts.
      1) Perishable materials (leather, wood, basketry, felt, human skin--generally tattooed).
      2) Non-perishable metalwork (generally called Scythian and "animal art") used gold, silver, bronze, and casting of small statuettes.

E. Learning Goal--General concepts about Inner Asia.
1. Their geographic center was in the interior of Asia.
2. Historically, they were surrounded by powerful, sedentary peoples.
3. War was a necessity for them in their nomadic existence.
4. They have left relatively little concrete evidence of their culture.
5. The family structure was highly developed.
6. Because of their environment, they developed a unique technology.

7. Because their culture was basic and relative to their survival, it remains today.

F. Learning Activities--Materials to be used by learner.
   1. Transparencies, projectors.
      a. Map of peoples (workshop).
      b. Map of surrounding peoples (workshop).
      c. Peoples of Russian Empire (opaque projector).
      d. Lists of various peoples and language groups.
   2. Printed materials: Books and pamphlets.
      a. Belasco, Milton J., Our Western Heritage. New York, Cambridge Book Co., 1970.
      b. Fitzgerald, C.P,, Horizon History of China. New York, American Heritage Book Co., 1969.
      c. Froncek, Thomas, The Horizon Book of the Arts of China. New York, American Heritage Book Co., 1969.
      d. Froncek, Thomas, The Horizon Book of the Arts of Russia. New York, American Heritage Book Co., 1970.
      e. Grey, Ian, The Horizon History of Russia. New York, American Heritage Book Co., 1970.
      f. Hackin, J., Asiatic Mythology. New York, Crescent Books, n.d.
      g. Hambly, Gavin, Central Asia. New York, Delacorte Press, 1969.
      h. Krader, Lawrence, Peoples of Central Asia. Indiana University Publications, Uralic and Altaic Series, vol. 26, 1963.
      i. Rinchen, Y., Analecta Mongolica, No. 8. "Traditions." Bloomington, Indiana Society, 1972. Reprint from workshop.
      j. Sinor, Denis, Inner Asia, History of. New York, in Encyclopaedia Britannica, 15th edition, 1974. Reprint from workshop.
      k. Sinor, Denis, Inner Asia. Bloomington, Indiana University Publications, Uralic and Altaic Series, vol. 69, second edition, 1971.
      l. Voyce, Arthur, The Moscow Kremlin: Its History, Architecture, and Art Treasures. Berkeley, University of California Press, 1954.
      m. Walsh, Warren B., Russia and the Soviet Union. Ann Arbor, University of Michigan Press, 1958.
      n. Wheeler, Mortimer, Splendours of the East. London, Spring Books, 1970.
   3. Learning Activities--The learner will make one of the following or comparable activity.
      a. Make a list or chart of these peoples.
      b. Make a list or chart of the various languages used.
      c. Construct a map showing Russian and/or Chinese expansion.
      d. Make a map locating one or several of these people or empires.
      e. Make a collection of art pictures from these peoples; try and reproduce any of these artworks.

f. Construct models showing technological advances of these peoples.
g. Construct an imaginary story about these peoples.
h. Collect and make an annotated bibliography of books and other publications dealing with these peoples.
i. Check with the Russian language students and teacher and make a Cyrillic alphabet chart of important words; compare with English words.
j. Do a project on the various religions of these peoples.

4. Summation and review.

Teaching Unit for Middle School Social Studies

INNER ASIA

by

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Bloomington, Indiana

Unit Title: Inner Asia

I. Basic knowledge, understandings, and generalizations.

The pupil should:

A. Understand that Inner Asia is not just one country or people.

B. Understand that Inner Asia or Central Eurasia is more a cultural concept than a geographical entity.

C. Understand that Inner Asia comprises a variety of landforms and vegetation types.

D. Understand that many different languages are spoken in Inner Asia.

E. Understand that the written language or script is a binding link stronger than the spoken word.

F. Understand that Inner Asia contains a variety of religions.

G. Understand that the peoples of Inner Asia did produce art.

II. Content: Inner Asia.

A. Location.
1. It lies astride the boundary of two continents.
2. It lies beyond the borders of the great sedentary civilizations.

B. Geographical features.
1. Black Sea steppe lands.
2. North Caucasian plains.
3. Volga-Kama woodlands and forests.
4. Ural mountain regions.
5. Present-day Manchuria.

C. Climate.
1. Continental climate.
2. Prevailing winds west to east.
3. Generally arid.
4. Extreme cold in winter.
5. Extreme heat in summer.

D. Rivers.
1. Volga-Kama system.
2. Ural River.
3. Amu-Darya River.
4. Sur-Darya River.
5. Ili River.
6. Tarim River.
7. Amur River.
8. Lena River.
9. Siberian Rivers.

E. Mountains.
Ridges from Hindu Kush to Sea of Okhotsk.
1. Pamir.
2. Tienshan.
3. Altai.
4. Soyan.
5. Yablanovoi.
6. Stanovoi.

F. Landforms.
1. Black Sea steppe lands.
2. Volga basin.
3. Western Turkestan and Siberia.
   a. Northern tundra.
   b. Taiga forest.
   c. Southern steppe.

G. People co-terminous with the non-Slavic minorities of the Soviet Union, minorities of Northern and Western China, of Afghanistan, of Iran, peoples of Mongolia and Tibet.
1. Turks.
2. Mongols.
3. Tunguz.
4. Finno-Ugric.
5. Samoyede.
6. Huns.
7. Paleoasiatic people.

H. Chinghis Khan.

I. Tamerlane.

J. Animals on the steppe.
1. Sheep.
2. Goats.
3. Camels.
4. Horses.
5. Cattle.

K. Homes--yurts.

L. Religion.
1. Shamanism.
2. Buddhism.
3. Islam.
4. Christianity.

M. Literature.
1. Inscriptions.
2. Poems.
3. Dictionaries.
4. The Secret History of the Mongols.
5. Oral epic poetry.

N. Art.
   1. Sculptures.
   2. Painting.
   3. Leather.
   4. Wood.
   5. Basketry.
   6. Felt.
   7. Decorative Metalwork.

III. Suggested Activities and Experiences: Inner Asia.

A. Examples of script.
   1. Chinese.
   2. Arabic.
   3. Others.

B. Oriental rugs.
   1. Design.
   2. Color.
   3. Significance of symbols.

C. Examples of Religious Art.

D. Find out about food of the nomads.

E. Find out about an animal products culture--how they used various animal products.

F. Construct a yurt--or draw pictures or find pictures of them.

G. Costumes.
   1. Dolls.
   2. Posters.
   3. Figurines.
   4. Pictures.

H. Types of animals.

I. Report on technology needed by nomads.

J. Samples of art.

K. Samples of literature (epics, pietry).

L. Find and retell the epic of the Terrible Turk, led by a gray wolf. (Land and People of Turkey, William Spenser.)

M. Tell or read the Turkish Legend of the Water Carrier and the Vezir's Daughter.

N. Play a game--Go to the Head of the Class--using questions about the material learned in the unit.

O. Make a report on Chinghis Khan.

P. Make a report on a book read in connection with the unit.

Q. Make a report on Attila the Hun.

R. Report on Tamerlane.

S. Make maps showing the areas of Inner Asia and the peoples who lived there.

T. Draw pictures to illustrate life of the steppe.

U. View movies, slides, and pictures.

V. Listen to records of folk tales and songs.

W. Learn about nomadism, focus on steppe technology.

X. Invite community resource people to speak or show slides. (In Bloomington, contact the Department of Uralic and Altaic Studies at Indiana University.)

Y. Multiple choice pre-test to stimulate interest.

Z. Foods--use recipes to produce Inner Asian foods.

AA. Report on the Dalai Lama of Tibet.

BB. Using plastic animals and figures, make a diorama of a steppe nomad family.

IV. Resources: Inner Asia.

A. Books.

1. A Siberian Encounter, Gaia Servadio, Farrah, Straus, and Giroux, N.Y., 1971.

2. Ancient Arts of Central Asia, Tamara Talbot Rice, Praeger, Inc., N.Y., 1965.

3. Ancient China, Edward H. Schafer and Editors of Time-Life Books.

4. China, The Roots of Madness, Theodore H. White, W.W. Norton Col, New York.

5. Genghis Khan and the Mongol Horde, Harold Lamb, Random House, New York.

6. Horsemen of the Steppe, Walter A. Fairservis, Jr., World Publishing Co., Cleveland and New York.

7. Inner Asia, Denis Sinor, Indiana University Publications, Bloomington, Indiana.

8. Land and People of Turkey, William Spencer, J.B. Lippincott Co., Philadelphia and New York.

9. Mongol Journeys, Owen Lattimore, Doubleday, Doran and Co., New York.

10. Sons of the Steppes, Hans Baumann, Henry Z. Walck, Inc.

11. The Oral Art and Literature of the Kazakhs of Russian Central Asia, Duke University Press, Durhan, N.C.

12. The Scythians, Tamara Talbot Rice, Frederick A. Praeger, Inc., New York.

13. The Siberians, Farley Mowat, Penquin Books, Inc. Baltimore, Maryland, 1970.

14. Travels, Marco Polo, E.P. Dutton & Co., New York.

15. Turkey, Vernon Ives, Holiday House.

16. Turkey, Old and New, Selma Ekrem.